

General Certificate of Secondary Education

History A (Schools History Project)

Development Study with Germany, c.
1919-1945

A951/14

Specimen Paper

Morning/Afternoon

Time: 2 hours

Additional Materials: Answer Booklet (...pages)

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and Candidate Number on the answer booklet.
- There are two sections in this paper:
 - Section **A (Development Study)**: Choose one of these options:

Either: Medicine Through Time (Pages 2–4)

OR Crime and Punishment Through Time (Pages 6–8)

Then answer question 1 and one other question from the option you have chosen

- Section **B (Depth Study)**: Answer question **5** and one other question
- Write your answers, in blue or black ink, in the answer booklet provided.
- Write the numbers of the questions you have answered in the box on the front of the answer booklet

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part of question.
- The total number of marks for this paper is **75**
- You will be awarded marks for the quality of written communication in part (c) of the following questions: Development Study, questions 2(c), 3(c) and 4(c); Depth Study, questions 6(c) and 7(c).

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what to do before you start each answer.

This document consists of **14** printed pages.

Section A: Development Study

In this section, answer questions from **EITHER**:
Medicine Through Time **OR** Crime and Punishment Through Time

Medicine Through Time

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You are advised to spend about 1 hour on this section.

Answer Question 1 and ONE other question.

- 1 Study the sources carefully and then answer the questions which follow.

Source A

When the cautery iron is heated, bring it down upon the marked place with one downward stroke using gentle pressure. If you see that some bone is exposed, then take away the cautery iron; otherwise repeat with the same cautery iron till the bone is exposed. Then take a little salt in water, soak some cotton in it and apply to the place, then leave for three days.

An eleventh-century description of how to use cauterisation to treat a diseased wound.

Source B



An illustration of a man having his leg amputated around 1800.

Source C

Everything was soaked in carbolic, including hands, instruments and patients' skin. The whole area of the operation was covered in carbolic spray, which got into every part of the wound. Our faces and coat-sleeves often dripped with it.

It was a relief to us all when the spray was abandoned. It was costly and cumbersome and often broke down. Carbolic acid made sad work with our hands which were always rough and cracked.

An account of Lister's carbolic spray in use. The author was a doctor who worked with Lister in the 1870s.

(a) Study Source A.

What dangers faced patients during and after operations at the beginning of the nineteenth century? Use the source and your knowledge to explain your answer. **[5]**

(b) Study Source B

What dangers faced patients during and after operations at the beginning of the nineteenth century? Use the source and your knowledge to explain your answer. **[5]**

(c) Study Source C.

Does this source prove that Lister did little to improve surgery? Use the source and your knowledge to explain your answer. **[5]**

Choose **ONE** of the following three questions.

You must answer **ALL** parts of the question you choose.

Remember that you should always explain your answer as fully as possible and support it with specific detail.

- 2** Ancient societies like those of the Egyptians and the Greeks made more progress in medicine than people in the Middle Ages.
- (a) Briefly describe the medical progress made by the Ancient Egyptians. [5]
 - (b) Explain why bloodletting was widely used in the Middle Ages. [7]
 - (c) Why did the Ancient Greeks make more progress in medicine than people in the Middle Ages? [8]
- 3** Both religion and chance have had an important impact on the development of medicine.
- (d) Briefly describe the impact of religion on Ancient Greek medicine. [5]
 - (e) Explain ways in which chance has had an impact on the development of medicine. [7]
 - (f) 'Since Roman times religion has hindered, rather than helped, medical progress.' Explain how far you agree with this statement. [8]
- 4** Both Edward Jenner and Louis Pasteur were important in the development of vaccination.
- (g) Briefly describe how Jenner discovered smallpox vaccination. [5]
 - (h) Explain why there was so much opposition to smallpox vaccination throughout the nineteenth century. [7]
 - (i) Who contributed more to the development of vaccination, Jenner or Pasteur? Explain your answer. [8]

Section A total: [35]

BLANK PAGE

SPECIMEN

[Turn over

Section A: Development Study

Crime and Punishment Through Time

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You are advised to spend about 1 hour on this section.

Answer Question 1 and ONE other question.

- 1** Study the sources carefully and then answer the questions which follow.

Source A

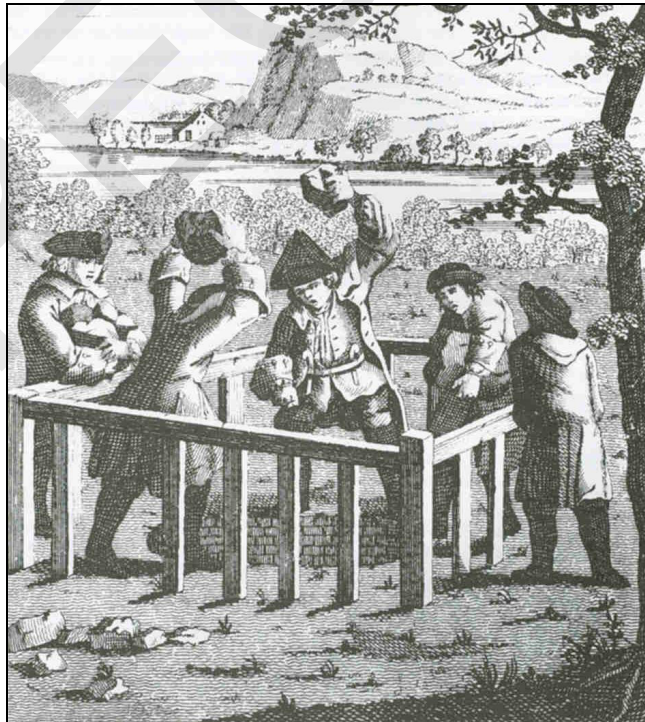
Cutting down growing trees.

Being out at night with a blackened face.

Stealing from a rabbit warren.

A list of some of the crimes that could be punished by the death penalty in the late eighteenth century.

Source B



An engraving, published in 1748, about the Hawkhurst Gang of smugglers. The engraving is called 'The Bloody and Inhuman Smugglers throwing down stones on the dying Body of Daniel Chater [an informer], whom they had flung into Lady Holt Well'.

Source C

The authorities had difficulty in convincing criminals in England that Australia was a terrible place to go. There was the idea that you might be better off there than in England. This idea may have come from prisoners sending letters home playing down their sufferings to soothe the anxieties of their wives and children. Also, those prisoners who were destroyed by the system did not write home; those who prospered sometimes did.

From a book about transportation published in 1987.

(a) Study Source A.

Are you surprised that these crimes could be punished by the death penalty? Use the source and your knowledge to explain your answer. **[5]**

(b) Study Source B

How far does this source give an accurate impression of eighteenth -century smugglers? Use the source and your knowledge to explain your answer. **[5]**

(c) Study Source C.

Does this source prove that transportation was a failure? Use the source and your knowledge to explain your answer. **[5]**

Choose **ONE** of the following three questions.

You must answer **ALL** parts of the question you choose.

Remember that you should always explain your answer as fully as possible and support it with specific detail.

2 Some attitudes towards crime and punishment changed between Roman times and the Middle Ages.

- (a) Briefly describe ways in which the Romans punished criminals. [5]
- (b) The story of Robin Hood was popular in the Middle Ages. Explain what this tells us about attitudes towards crime and punishment at that time. [7]
- (c) 'People in the Middle Ages depended on God to decide whether the accused were innocent or guilty.' Explain how far you agree with this statement. [8]

3 One of the most important changes in the nineteenth century was the setting up of police forces around the country.

- (a) Briefly describe the methods of preventing crime and catching criminals in the eighteenth century. [5]
- (b) Explain why Sir Robert Peel was able to set up a police force in the late 1820s. [7]
- (c) How successful had police forces been by the end of the nineteenth century? Explain your answer. [8]

4 In the nineteenth and twentieth centuries there were several examples of popular protest.

- (a) Briefly describe what happened at Peterloo in 1819. [5]
- (b) Explain why the Rebecca Riots took place in the 1830s and 1840s. [7]
- (c) Did the suffragettes help or harm the cause of votes for women? Explain your answer. [8]

Section A total: [35]

BLANK PAGE

SPECIMEN

[Turn over

Section B: Depth Study**Germany, c. 1919-1945**

Some of the questions require you to use sources. In these questions you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You are advised to spend about 1 hour on this section.

Answer Question 5 and ONE other question.

- 5** Study the sources carefully and then answer the questions which follow.

Source A

A recruiting poster for the League of German Maidens. The writing says 'Every ten-year-old to us'.

Source B

A poster called 'The Eternal Jew' published in Nazi Germany in 1937.

Source C

An illustration from a school book published in Nazi Germany.

Source D

I have been informed that gatherings of young people have become more common than ever, especially since the last bombing raid on Dusseldorf. These youngsters hang around into the late evening with musical instruments and young females. Since this lowlife is to a large extent outside the Hitler Youth and adopts a hostile attitude towards the organisation, they represent a danger to other young people. There is a suspicion that it is these youths who have been writing slogans like 'Down with Nazi brutality' on walls.

From a report of a local branch of the Nazi Party to the Gestapo in 1943.

[Turn over

(a) Study Source A

Why did the Nazis publish this poster? Use the source and your knowledge to explain your answer. [6]

(b) Study Sources B and C.

How similar are these two sources? Use the sources and your knowledge to explain your answer. [7]

(c) Study Source D.

Are you surprised by this source? Use the source and your knowledge to explain your answer. [7]

Choose **ONE** of the following two questions.

You must answer **ALL** parts of the question you choose.

Remember that you should always explain your answer as fully as possible and support it with specific detail.

6 The Weimar Republic faced many problems and eventually failed.

- (a) Briefly describe what happened when French and Belgian troops occupied the Ruhr in 1923. [5]
- (b) Explain why the Treaty of Versailles was so unpopular in Germany. [7]
- (c) 'By 1929 the Weimar Republic had overcome its problems.' How far do you agree with this view? Explain your answer. [8]

7 In 1933 Hitler became Chancellor of Germany.

- (a) Briefly describe what happened during, and immediately after, the Reichstag Fire in 1933. [5]
- (b) Explain why Hitler turned on Rohm and the SA in the Night of the Long Knives (1934). [7]
- (c) 'Popular support for Hitler was the most important reason why he became Chancellor in 1933.' How far do you agree with this view? Explain your answer. [8]

Section B Total [40]

Paper Total [75]

Copyright Acknowledgements:

Medicine Through Time:

Source A: From *The Development of Medicine for OCR GCSE* by Colin Shephard, Hodder 2003, p 74

Source B: From *The Development of Medicine for OCR GCSE* by Colin Shephard, Hodder 2003, p 142

Source C: From *The Development of Medicine for OCR GCSE* by Colin Shephard, Hodder 2003, p 151

Crime and Punishment Through Time:

Source B: From *Crime and Punishment: A Study Across Time* by Roger Whiting, Stanley Thornes 1986, p77

Source C: From *Crime and Punishment: Investigations* by C. Shephard & R. Rees, Hodder Murray 2005, p 40

Germany, c. 1919-1945

Source A: From *Germany 1918-1945*, by Greg Lacey and Keith Shephard, John Murray 1997, p. 133, © Bundesarchiv Koblenz

Source B: From *Modern World History*, by Ben Walsh, John Murray 1996, p. 130, © Ullstein

Source C: From *Modern World History*, by Ben Walsh, John Murray 1996, p. 130, © Ben Walsh

Source D: From *Weimar and Nazi Germany*, by Chris Hinton, John Hite, and Schools History Project, John Murray

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

Unit A951/14: Development Study
with Germany, c. 1919-1945

Specimen Mark Scheme

The maximum mark for this paper is **75**.

SPECIMEN

INSTRUCTIONS TO EXAMINERS

GENERAL POINTS

- 1 This mark scheme has been designed to assess candidates' understanding of the key concepts in this course and their ability to use source material, as well and their contextual knowledge.
- 2 Candidates' contextual knowledge is important but it is usually only rewarded if it is used to support the demonstration of conceptual understanding or the interpretation and evaluation of source material.
- 3 This mark scheme is constructed to reward attainment in relation to the Assessment Objectives.
- 4 The mark scheme identifies the levels of skill or understanding that candidates are expected to reach. If a candidate reaches a particular level, s/he must be rewarded from the mark band for that level. A response which corresponds with a level description but which is a weak example of that level must not be placed in a lower level.
- 5 When you first read a response your first task is to match it to the appropriate level in the mark scheme. Only when you have done this should you start to think about the mark to be awarded.

If you are undecided between two levels always place the answer in the higher of these levels.
- 6 There are different ways of reaching a high level. Good candidates will often go straight to a high level. Other candidates will gradually climb their way there by working their way through lower levels first. However, to be awarded a high level candidates do not have to have reached all of the lower levels.
- 7 Exhaustive examples of factual support are not given. There will usually be a wide choice of factual support which a candidate may choose to deploy. Examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in doubt should contact their Team Leader immediately.
- 8 Examples of responses given in the mark scheme are only examples. There will be many alternative ways of reaching each level. Do not try to match the words of a candidate's answer to those of the examples. Rather, match the level of understanding/skill in the answer with that indicated in the level description.

If you come across an answer that does not appear to match any of the level descriptions try and make a 'best match' with one of the level descriptions or identify a level description that indicates an equivalent level of skill/understanding. If you are not sure, contact your Team Leader.
- 9 It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Do not be punitive if candidates show a lack of understanding. Reward candidates for what they understand, know and can do. Be positive. Concentrate on what they can do, not on what they cannot do. Never deduct marks for mistakes.

SPECIFIC POINTS

- 1 Always mark in red.
- 2 Half marks are never used.
- 3 Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.
- 4 Where a band of marks is allocated to a level specific instructions are sometimes provided about using these marks. When there are no such instructions you should:
 - in a 2 mark band - award the higher mark unless the answer is so weak that you had doubts whether it should be in that level at all;
 - in a 3 mark band - award the middle mark unless the answer is particularly strong or weak.

NB See comments below about the assessment of written communication.
- 5 Please note on the script (in the right hand margin at the end of the answer) the level and the mark awarded for each part of the question. (e.g 3/4 indicated Level 3, 4 marks). It will help your Team Leader if you indicate which part of the answer led to that level and mark being awarded. At the end of a complete question write down the total mark for that question and ring it. On the front of each script write the marks the candidate has scored for the four questions, and then the grand total (e.g. 10+10+12+9 = 41).
- 6 At first, your marking will proceed slowly because it takes time to learn the mark scheme. One way to hasten this process is to first mark question by question, or even sub-question by sub question. Marking about twenty Q1(a)s together is an excellent way of getting to learn the mark scheme for that question. Eventually you will be able to mark the entire Section A in one go.
- 7 Remember that we are trying to achieve two things in the marking of the scripts:
 - (i) to place all the candidates in the correct rank order. This means that it is essential you mark to the agreed standard. Once you have mastered the mark scheme;
 - (ii) to use the full range of marks. When they are merited do not worry about awarding top marks in levels, in sub-questions or even complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding high marks in particular will lead to a bunching of the marks or to an unnatural depression of marks. This will lead to your marks having to be adjusted. It might even lead to your scripts having to be remarked.
- 8 Remember - YOUR TEAM LEADER IS AT THE OTHER END OF THE PHONE (OR INTERNET). IF THERE IS A QUESTION, OR AN ANSWER, YOU ARE NOT SURE ABOUT, CONTACT THEM.

ASSESSMENT OF WRITTEN COMMUNICATION

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

The quality of candidates' written communication will be assessed in part (c) of the structured essay questions (ie once in the Development Study and once in the Depth Study).

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level using the normal criteria, i.e. no reference is made at this stage to the quality of the written communication
- the quality of written communication must never be used to move an answer from the mark band of one level to another
- candidates already placed at the top of a level cannot receive any credit for the quality of their written communication; candidates already placed at the bottom of the level cannot receive any penalty for the quality of their written communication
- assessing the quality of written communication should be approached in a positive manner. It should be remembered that candidates whose written communication skills are poor have probably already been penalised in the sense that they will have been unable to show in writing their true understanding.

Section A MEDICINE THROUGH TIME		
Question Number		Mark
1(a)	<p>Study Source A. Would Pare have approved of the method described in Source A? Use the source and your knowledge to explain your answer. [5]</p> <p>Target: AO 1 and 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 Yes or No, based on details in the source - no contextual Knowledge but some common sense reasoning</p> <p>E.g. <i>'I think he would have approved because it is a very careful method. It is telling the doctor exactly what to do.'</i> <i>'No I don't think he would have approved. What good will it do burning the skin like this. It is a daft thing to do.'</i></p> <p>or</p> <p>Unsupported assertions that Pare lived much later so methods would have improved or this is the kind of thing that Pare learned to do(1)</p> <p>or</p> <p>Describes work of Pare / fails to answer the question(1)</p> <p>Level 2 Yes and no based on details in the source -no contextual knowledge.</p> <p>Level 3 Uses contextual knowledge either to explain the purpose of cauterisation or to find similarities with Pare's soothing ointment</p> <p>E.g. <i>'Yes he would have approved of this because what was happening was that the infected parts were being burned away to stop the infection spreading further.'</i> <i>'Yes he would have approved because the cotton and the salt sound very gentle and this is similar to the eggs and oil of roses that Pare's used.'</i></p> <p>or</p> <p>Uses the fact that Pare lived at the time of the Medical Renaissance as a reason why he would not have approved/or he would have approved before he found a better method</p> <p>E.g. <i>'No he would not have approved because Pare lived during the Renaissance when lots of new methods were being used.'</i></p> <p>or</p> <p>Uses contextual knowledge to explain that Pare continued to use old methods so he would have approved</p> <p>or</p>	<p>[0]</p> <p>[1-2]</p> <p>[3]</p> <p>[4]</p>

Section A MEDICINE THROUGH TIME		
Question Number		Mark
	Identifies contextual reason why Pare would not have approved e.g. ligatures	
1(a)	<p>Level 4 Explains he would not have approved either because of his use of ligatures or his use of soothing ointments</p> <p>E.g. <i>'Pare would not have approved because he knew that this method caused a lot of pain and fever and did not clear up the infection. Instead of cauterising he started to use an ointment made from eggs and oil of roses. This worked much better and more patients survived.'</i></p>	[5]
1(b)	<p>Study Source B. What dangers faced patients during and after operations at the beginning of the nineteenth century? Use the source and your knowledge to explain your answer. [5]</p> <p>Target: AO 1 and 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 Identifies danger(s)</p> <p>These include: pain, infection, loss of blood.</p> <p>E.g. <i>'Patients faced the danger of pain and the fact that they might die from losing a lot of blood.'</i></p> <p>Level 2 One danger explained using the source or contextual knowledge</p> <p>E.g. <i>'One danger is pain. It looks like the operation is really painful. This is because they had no anaesthetics and so the patient had to put up with terrible pain. Some people died of the pain.'</i></p> <p>Level 3 One danger explained using source and contextual knowledge</p> <p>Level 4 Two dangers explained using source and contextual knowledge (does not have to use both for both dangers)</p>	<p>[0]</p> <p>[1-2]</p> <p>[3]</p> <p>[4]</p> <p>[5]</p>
1(c)	<p>Study Source C. Does this source prove that Lister did little to improve surgery? Use the source and your knowledge to explain your answer. [5]</p> <p>Target: AO 1 and 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p>	[0]

Section A MEDICINE THROUGH TIME		
Question Number		Mark
	<p>Level 1 Answers using the source to argue that he did little to improve surgery. E.g. <i>'Yes, this shows that the carbolic acid that Lister developed was no good. It made the doctors' hands rough and got everywhere. It was such a nuisance that they stopped using it.'</i></p> <p>Level 2 Answers that identify a reason for Lister's importance These answers will not be explained. Answers could include: killing germs, antiseptics, the carbolic spray, antiseptic ligatures, made surgeons wash their hands and instruments with carbolic. E.g. <i>'No, of course it doesn't. Lister was very important. He started the use of antiseptics.'</i></p> <p>or Answers that identify/explain a reason for Lister not being important (must be contextual knowledge)</p> <p>or Both level 2s = 3 marks</p> <p>Level 3 Answers that use contextual knowledge to explain Lister's importance E.g. <i>'Lister was very important in the development of surgery. Before him lots of patients died from infection even if the actual operation was successful. He developed an antiseptic spray which killed the germs around the patient. The number of patients dying from infection dropped fast.'</i></p> <p>Level 4 As for Level 3 but answer is qualified Qualifications to Lister's success can come from the source or could include: importance of anaesthetics, the problem of loss of blood, carbolic replaced by boiling instruments, Lister operated in his ordinary clothes, Lister did not develop new operations.</p>	<p>[1-2]</p> <p>[2-3]</p> <p>[4]</p> <p>[5]</p>
2(a)	<p>Briefly describe the medical progress made by the Ancient Egyptians. [5] Target: AO 1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained. Award a maximum of 1 mark to general answers lacking in specific contextual knowledge. Examples might include: knowledge of anatomy and physiology, close examination of patients, diagnosis, blockage theory, they had doctors, recorded treatments/diseases, keeping clean.</p>	[3]

Section A MEDICINE THROUGH TIME		
Question Number		Mark
	E.g. <i>'The Egyptians made progress because they developed a natural theory about illness. They thought that you became ill because the channels in the body were blocked. They got this idea from their irrigation channels getting blocked.'</i>	
2(b)	<p>Explain why bloodletting was widely used in the Middle Ages. [7]</p> <p>Target: AO 1</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'They used bloodletting a lot because it was a really good idea. It seemed to work and so people liked to use it a lot.'</i></p> <p>OR Describes bloodletting</p> <p>Level 2 Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Examples include: the Greeks/Hippocrates/Galen used it, the Theory of the Four Humours, revival of Galen, Church support for Galen, fitted in with astrology, doctors were trained this way, could prevent illness</p> <p>Level 3 Explains one specific reason E.g. <i>'Bloodletting was popular because of the Theory of the Four Humours. This was accepted by everybody as the way to explain why people became ill. This was because the humours got out of balance. One way of getting the humours back into balance was to bleed people so that the excess blood was lost and the person became better.'</i></p> <p>Level 4 Explains more than one specific reason Award 6 marks for one reason explained and another identified. Award 7 marks for two reasons explained.</p>	<p>[0]</p> <p>[1-2]</p> <p>[2-4]</p> <p>[3-5]</p> <p>[6-7]</p>
2(c)	<p>Why did the Ancient Greeks make more progress in medicine than people in the Middle Ages? Explain your answer. [8]</p> <p>Target: AO 1</p> <p>* Written communication assessed in this question</p>	

Section A MEDICINE THROUGH TIME		
Question Number		Mark
2(c)	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 General assertions Valid, but general answers. No specific contextual knowledge. <i>E.g. 'They made more progress because they were cleverer and they had more opportunities to experiment. They did not have the disadvantages that the people in the Middle Ages had.'</i>	[1-2]
	Level 2 Identifies or describes specific progress of the Greeks and/or lack of progress of the Middle Ages - reasons for this are not explained Specific contextual knowledge demonstrated but no reasons explained. Examples of progress of Greeks might include – natural explanations of illness, the Four Humours, clinical observation; lack of progress of Middle Ages - supernatural ideas and treatments, astrology, examples of continuity e.g. bleeding, poor public health.	[2]
	Level 3 Identifies reasons for Greek progress or for lack of medieval progress Reasons might include: Greek philosophy, interest in the natural world, religious reasons, recorded examinations and treatments; fall of Roman Empire, ideas/books lost, role of Christian Church and dependence on Greeks/Galen.	[2-3]
	Level 4 Identifies reasons for Greek progress and for lack of medieval progress	[4]
	Level 5 Explains reasons for progress of the Greeks or for lack of medieval progress <i>E.g. 'The Greeks made much more progress than the people in the Middle Ages because the Christian Church held things back in the Middle Ages. It taught that illness could be caused by devils or by God as a punishment. God had to be prayed to make people better because he was the only one powerful enough to do this. People themselves could not cure illness. This led to people thinking they had to rely on God to cure them and so they lost interest in researching the causes of disease and investigating the structure of the body. This held back progress.'</i>	[5-6]
3(a)	Level 6 Explains the reasons for progress of the Greeks and for lack of medieval progress	[7-8]
	Briefly describe the impact of religion on Ancient Greek medicine. [5] Target: AO 1	

Section A MEDICINE THROUGH TIME		
Question Number		Mark
	<p>1 mark for each valid example identified, 2-3 marks for any features that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p>	
3(b)	<p>Examples might include: belief in Ascepius and his daughters, aspects of temple medicine, praying to the God, patients visited by Asclepius and the snake, faith healing. Asclepion, human dissection banned.</p> <p>E.g. <i>'Religion had a great impact because the Greeks believed in the god Asclepius and thought that he visited people at his temple when they were asleep and cured them.'</i></p> <p>Explain ways in which chance has had an impact on the development of medicine. [7]</p> <p>Target: AO 1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>E.g. <i>'Chance has sometimes led to new discoveries being made. This was done completely by chance and without it the discoveries would not have been made'</i></p> <p>Level 2 Identifies specific examples of chance having an impact</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Examples include: Pare's discovery of new ways of treating gunshot wounds, Pasteur and chicken cholera, Fleming and penicillin.</p> <p>Level 3 Explains one specific example</p> <p>E.g. <i>'Chance had an impact on medicine when Pare ran out of oil in the middle of a battle. Usually boiling oil was used to treat soldiers with gunshot wounds but Pare ran out. He had to use whatever he had at hand which was things like egg yolks and oil of roses. From this he made a soothing ointment which actually worked much better than the boiling oil which caused pain and a lot of swelling.'</i></p> <p>Level 4 Explains more than one specific example</p> <p>Award 6 marks for one reason explained and another identified.</p> <p>Award 7 marks for two reasons explained.</p>	<p>[0]</p> <p>[1-2]</p> <p>[2-4]</p> <p>[3-5]</p> <p>[6-7]</p>

Section A MEDICINE THROUGH TIME		
Question Number		Mark
3(c)	<p>'Since Roman times religion has hindered, rather than helped, medical progress.' Explain how far you agree with this statement. [8]</p> <p>Target: AO 1</p> <p>* Written communication assessed in this question</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions</p> <p>Valid, but general answers. No specific contextual knowledge. <i>E.g. 'I think religion slowed progress down more than it helped. It stopped new discoveries being made and there was little development in medicine.'</i></p> <p>Level 2 Identifies examples of religion hindering or helping medical progress</p> <p>Specific contextual knowledge demonstrated but no explanation. Examples include: hindered - no point in finding cures if illness was a punishment from God, some of the religious treatments used for the Black Death (or other specific diseases) which did no good, Church's ban on dissection, Church's support for Galen which prevented new ideas, opposition by the Church to women becoming doctors, opposition to smallpox vaccination, opposition to anaesthetics; helping - Christianity taught that the sick should be cared for, the Church set up hospitals, contribution of monasteries to caring, public health and the preserving of classical writings on medicine e.g. Galen's.</p> <p>Level 3 Identifies examples of religion hindering and helping medical progress</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Level 4 Explains example(s) of religion hindering or helping medical progress</p> <p><i>E.g. 'Religion slowed down medical progress in the Middle Ages. This was because they thought that disease was caused by God and so there was no point in finding out more about disease or the human body. Instead they did things like whipping themselves to clean themselves of their sins so God would take the Black Death away. This did no good and certainly did not speed up progress in medical development.'</i></p>	<p>[0]</p> <p>[1-2]</p> <p>[2-3]</p> <p>[4]</p> <p>[5-6]</p>

Section A MEDICINE THROUGH TIME		
Question Number		Mark
	Level 5 Explains example(s) of religion hindering and helping medical progress	[8]
	<p>Level 6 As for Level 5 but also explains a reason why the overall impact was more hindering or helping medical progress</p> <p><i>E.g. 'Religion did both. It slowed progress down because the Church supported Galen ideas. This was because they fitted in with Christian ideas about their being one creator. They did not allow anyone to criticise or improve his ideas. So those of his ideas that were wrong were simply believed by everyone and no progress was made. However, the Church also built monasteries where there were really good system of public health. They piped in clean fresh water, had proper drains and even proper toilets. So monasteries were often very healthy places. Overall, religion slowed things up. Only a few people lived in monasteries and the benefits of their public health systems did not spread to the towns where conditions were awful. But stopping people investigating Galen's ideas stopped all progress in medicine for hundreds of years. There was no dissection of humans because people thought that Galen had described the body correctly. So the whole of medicine was brought to a full stop</i></p>	[6-7]
4(a)	<p>Briefly describe how Jenner discovered smallpox vaccination. [5]</p> <p>Target: AO1</p> <p>1 mark for each valid point identified, 2-3 marks for any points that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Points might include: noticed milkers did not get smallpox, gave James Phipps cowpox, inoculated him with smallpox, Phipps recovered</p> <p><i>E.g. 'Jenner discovered vaccination because he was a country doctor. This led to him seeing that milkmaids who often got cowpox, never seemed to get smallpox. This gave him the idea.</i></p>	[3]
4(b)	<p>Explain why there was so much opposition to smallpox vaccination throughout the nineteenth century. [7]</p> <p>Target: AO1</p>	
	<p>Level 0</p> <p>No evidence submitted or response does not address the question.</p>	[0]

Section A MEDICINE THROUGH TIME		
Question Number		Mark
4(c)	<p>Level 2 Identifies specific reasons for opposition Specific contextual knowledge demonstrated but no explanation. Examples include: inoculators feared for their jobs, didn't like the ideas of giving humans a disease from animals, Jenner could not explain how it worked, sometimes vaccination did not work, against compulsory vaccination, smallpox seen as a punishment from God, Jenner not a well known doctor.</p>	[2-4]
	<p>Level 3 Explains one specific reason E.g. <i>'In the middle of the nineteenth century vaccination against smallpox became compulsory and many people did not like this. They did not see why the government should force them to have their children vaccinated. This caused a lot of opposition against government interference in their lives.'</i></p>	[3-5]
	<p>Level 4 Explains more than one specific reason Award 6 marks for one reason explained and another identified. Award 7 marks for two reasons explained.</p>	[6-7]
	<p>Who contributed more to the development of vaccination, Jenner or Pasteur? Explain your answer. [8]</p> <p>Target: AO 1 * Written communication assessed in this question</p>	
	<p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'Pasteur contributed more because he was a much more important person in the history of medicine. He knew more about medicine and vaccination than Jenner did.'</i></p>	[1-2]
	<p>Level 2 Identifies or describes the work of Jenner and/or Pasteur Answers must be related to vaccination. Specific contextual knowledge demonstrated but no explanation of importance. 2 marks for Jenner, 2-3 marks for Pasteur. Only award 4 marks if both are covered.</p> <p>OR Identifies reasons why one or both were important/not important in the development of vaccination. Only award 4 marks if both men are covered.</p>	[2-4]

Section A MEDICINE THROUGH TIME		
Question Number		Mark
	Examples might include: Jenner - makes first discovery, tests it,	
	<p>published his work, his vaccine became widely used, Pasteur used Jenner's work. Jenner couldn't explain how it worked; Pasteur - explained how vaccination worked, led to vaccines for other diseases, develops other vaccines such as anthrax, rabies.</p> <p>Level 3 Explains the importance/lack of importance of either Jenner or Pasteur</p> <p>Award 6 marks for explanation of long-term impact.</p> <p><i>E.g. 'Pasteur was more important. This is because he actually worked out how vaccination works. When his assistant injected chickens with old germs and they did not die, Pasteur worked out that weak germs of the disease protected the body against the disease. He realised that this idea could be used to develop vaccines against all kinds of diseases and vaccines were then developed for lots of diseases. This could not be done until they knew how vaccination worked.'</i></p> <p>Level 4 Explains the importance/lack of importance of both Jenner and Pasteur</p> <p>Award 7 marks for explanation of long-term impact of one of them.</p> <p>Level 5 Compares the importance of Jenner and Pasteur</p> <p>To get into this level reasons must be given for why one is more important than the other or why they are equally important.</p> <p><i>E.g. 'Pasteur was more important than Jenner because although Jenner discovered vaccination in the first place he did not understand how it worked. This meant that he could only develop a vaccine against smallpox and not for other diseases. There could not be other vaccines unless someone worked out how vaccination worked. This is what Pasteur did. He knew that weak forms of the germ protected people against the disease. This meant that other vaccines could be developed such as for rabies and TB. This was not possible without Pasteur.'</i></p>	<p>[5-6]</p> <p>[6-7]</p> <p>[7-8]</p>
Section Total		[35]

Section A CRIME AND PUNISHMENT THROUGH TIME		
Question Number		Mark
1(a)	<p>Study Source A. Are you surprised that these crimes could be punished by the death penalty? Use the source and your knowledge to explain your answer. [5]</p> <p>Target: AO 1 and 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 Answers based on everyday empathy</p> <p>E.g. <i>'Yes, I am surprised. It is quite ridiculous to punish people for stealing rabbits with death. This is far too harsh.'</i></p> <p>Level 2 Assertions of no surprise because punishments at that time were very harsh - no contextual explanation</p> <p>E.g. <i>'No I am not surprised because that is what things were like then. They did punish people very harshly.'</i></p> <p>Level 3 Contextual knowledge of the eighteenth century used to explain why punishments were harsh at that time</p> <p>E.g. <i>'No I am not surprised because this was the time of the Bloody Code when hundreds of minor crimes were punished by death. This is because people thought the crime rate was going up and something had to be done to stop it.'</i></p> <p>Level 4 Contextual knowledge of the eighteenth century used to explain why those particular offences were punished so harshly</p> <p>It is enough to explain just one of the offences at this level or to write about them generally - what matters is that the offences were against landed interests. Explanations will be based on the fact that these offences were threats/nuisances to the landed interests of the time.</p> <p>E.g. <i>'No I am not surprised because the laws in those days were passed by the landed classes. They wanted to protect their property. They regarded the rabbits on their land as their property and they saw poaching as theft. They did not want people making their faces black because this is what they did when they were poaching at night so they would not be seen.'</i></p>	<p>[0]</p> <p>[1]</p> <p>[2]</p> <p>[3-4]</p> <p>[5]</p>
1(b)	<p>Study Source B. How far does this source give an accurate impression of eighteenth-century smugglers? Use the source and your knowledge to explain your answer. [5]</p> <p>Target: AO 1 and 2</p>	

Section A CRIME AND PUNISHMENT THROUGH TIME		
Question Number		Mark
1(c)	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Unsupported assertions <i>'No it doesn't, these are only a few smugglers. They were not all like that.'</i>	[1]
	Level 2 Answers based on surface detail These answers will not demonstrate specific contextual knowledge. E.g. <i>'This source shows that the smugglers were really nasty people. They are killing an informer in a nasty way and this shows what they were like.'</i>	[1-2]
	Level 3 Uses contextual knowledge to explain either the source does or does not give an accurate impression of smugglers E.g. <i>'This source doesn't give an accurate impression of smugglers. Smugglers were not murderers like this they were just ordinary people who did not have enough to live on and needed to save some money by not paying duties. Many people did not regard smuggling as a crime and it was part of their everyday lives. They didn't all go round murdering people like in the picture.'</i>	[3-4]
	Level 4 Evaluation of source through provenance	[4]
	Level 5 Uses contextual knowledge to explain that some smugglers were like that and some were not or Level 3 and Level 4	[5]
	Study Source C. Does this source prove that transportation was a failure? Use the source and your knowledge to explain your answer. [5] Target: AO 1 and 2	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Uses source to argue it was/was not a failure These answers will be restricted to information in the source. E.g. <i>'This source does prove it was a failure because it says that prisoners thought Australia was a good place so it would not put them off breaking the law.'</i> or Evaluates source because of date / secondary	[1-2]

Section A CRIME AND PUNISHMENT THROUGH TIME		
Question Number		Mark
	<p>Level 2 Uses source to argue that it was and it was not a failure These answers will be restricted to information in the source.</p> <p>Level 3 Contextual knowledge used to argue that it was/was not a failure E.g. <i>'No this source doesn't prove it was a failure. As the source says those convicts who had a dreadful time in Australia did not write back home telling people about it. The conditions were terrible. They were put in prison camps like those on Tasmania where they were put to hard labour and were often whipped. They were often put into solitary confinement. So it was a not a failure, the convicts were punished.'</i></p> <p>Level 4 Contextual knowledge used to argue that it was and it was not a failure.</p>	<p>[3]</p> <p>[3-4]</p> <p>[5]</p>
2(a)	<p>Briefly describe ways in which the Romans punished criminals. [5] Target: AO 1</p> <p>1 mark for each valid point identified, 2-3 marks for any points that are described or explained. Award a maximum of 1 mark to general answers lacking in specific contextual knowledge. Points might include: burning at the stake, fighting in the arena, the death penalty, noblemen were exiled, whipping, confiscation of property, repaying cost of stolen goods, crucifixion. E.g. <i>'The Romans punished people harshly. If a shop keeper cheated customers by selling under-weight bread they would have to pay the customer the cost of the bread.'</i></p>	[1-5]
2(b)	<p>The story of Robin Hood was popular in the Middle Ages. Explain what this tells us about attitudes towards crime and punishment at that time. [7] Target: AO 1</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'The story of Robin Hood tells us a lot about attitudes towards crime and punishment. It tells us what happened to people who went against the law and how they were punished.'</i></p>	<p>[0]</p> <p>[1-2]</p>

Section A CRIME AND PUNISHMENT THROUGH TIME		
Question Number		Mark
	Level 2 Answers based on the surface features of the story These answers will be restricted to the surface features of the story E.g. - taking from the rich to give to the poor, outlaws, bad sheriffs, bad King John.	[2-3]
2(c)	Level 3 Contextual knowledge used to explain one example of the social significance of the story in the Middle Ages These answers explain the significance of one feature of the story. These might include the unpopularity of forest laws, corrupt officials, over-mighty subjects, rich abbots, resistance to Normans. E.g. <i>'The story tells us about the way that people hated the forest laws. These were laws that stopped anyone hunting or taking wood from the King's forests. People needed this timber and hunting deer would give them some meat to eat which they did not normally have. So the story of Robin was popular because liked to hear about someone breaking these laws.'</i>	[3-4]
	Level 4 Contextual knowledge used to explain more than one example of the social significance of the story in the Middle Ages Award 6 marks for one example explained and another identified. Award 7 marks for two examples explained.	[4-5]
	Level 4 Contextual knowledge used to explain more than one example of the social significance of the story in the Middle Ages Award 6 marks for one example explained and another identified. Award 7 marks for two examples explained.	[6-7]
	'People in the Middle Ages depended on God to decide whether the accused were innocent or guilty.' Explain how far you agree with this statement. [8] Target: AO 1 * Written communication assessed in this question	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'I agree with this. People thought that the only way to find out if someone was guilty was to ask God.'</i>	[1-2]
	Level 2 Identifies either examples of God being used or of other methods Specific contextual knowledge demonstrated but no explanation	[2-3]

Section A CRIME AND PUNISHMENT THROUGH TIME		
Question Number		Mark
	<p>e.g. God being used - trial by ordeal (hot iron, hot water, cold water, consecrated bread), trial by combat; other methods - trial by jury, blood feud, wergild or blood price, compurgators.</p> <p>Level 3 Identifies examples of God being used and of other methods Specific contextual knowledge demonstrated but no explanation.</p> <p>Level 4 Explains the use of God or explains other methods E.g. <i>'They did use God to find out if someone was guilty. For example they used trial by hot water. The person who was accused had to put their arm into boiling water. The arm was then bandaged. After three days they looked at it. If the wound was clean the person was innocent but if the arm was festering the person was guilty. They thought that this was God's way of showing if the person was guilty or not.'</i></p> <p>Level 5 Explains the use of God and explains other methods</p> <p>Level 6 As for Level 5 but supports an overall conclusion about extent or qualifies the answer in a valid way The qualification might be based for example on different periods within the Middle Ages or on different types of crime. E.g. <i>'People in the Middle Ages did turn to God to decide. This was done most often at the beginning of the Middle Ages by the Anglo-Saxons. They used trial by ordeals. For example they would tie the person up so they could not swim. They were then thrown into a pond. The rope would have a knot in it. If the knot sank under the water it meant that God was accepting that person and they were innocent. If the person floated then they were guilty. However, as the Middle Ages went on methods like this based on God were not used so much and instead people started to rely of proper evidence. Kings started to set up royal courts and juries were used more often. They would tell what they knew about the accused person and then the king's judge would decide if he was guilty.'</i></p>	<p>[4]</p> <p>[5-6]</p> <p>[6-7]</p> <p>[8]</p>
3(a)	<p>Briefly describe the methods of preventing crime and catching criminals in the eighteenth century. Target: AO 1</p> <p>1 mark for each valid method identified, 2-3 marks for any methods that are described or explained. Award a maximum of 1 mark to general answers lacking in specific contextual knowledge. Methods might include: watchmen, constables, harsh punishments (Bloody Code), transportation, thief takers, Bow Street Runners, patrols on roads into London, River Thames Police, the hue and cry.</p>	<p>[5]</p> <p>[1-5]</p>

Section A CRIME AND PUNISHMENT THROUGH TIME		
Question Number		Mark
	E.g. <i>'The main method was to use watchmen. They patrolled the streets and were meant to prevent crime and arrest people for offences like getting drunk. But they were useless because they were not trained and were part-time.'</i>	
3(b)	<p>Explain why Sir Robert Peel was able to set up a police force in the late 1820s. Target: AO 1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'He thought a police force was needed because nobody was catching the criminals. They were getting away with it and so something had to be done.'</i> OR</p> <p>Level 1 Describes Peel's police force</p> <p>Level 2 Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Examples include: inefficiency of present systems like the watchmen and constables, industrialisation/rapid growth of towns, rise in crime, fear of riots/protest, greater involvement of government in everyday life, people getting used to paying taxes for things like this.</p> <p>Level 3 Explains one specific reason E.g. <i>'Peel was able to set up a police force because many people were afraid of popular protests and even revolution. This was just after the French Revolution and they were afraid the same thing would happen here especially after riots like the Luddites and Peterloo. Rich people thought that a police force would protect their property and wealth and keep law and order.'</i></p>	<p>[7]</p> <p>[0]</p> <p>[1-2]</p> <p>[1-2]</p> <p>[2-4]</p> <p>[3-5]</p>
	<p>Level 4 Explains more than one specific reason Award 6 marks for one reason explained and another identified. Award 7 marks for two reasons explained.</p>	[6-7]
3(c)	<p>How successful had police forces been by the end of the nineteenth century? Explain your answer. Target: 1 and 2</p>	[8]

Section A CRIME AND PUNISHMENT THROUGH TIME		
Question Number		Mark
	<p>* Written communication assessed in this question</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'Police forces had become more and more successful and were very good at catching thieves. Without them there would be no law and order.'</i></p> <p>Level 2 Identifies or describes successes or failures of police Specific contextual knowledge demonstrated but no explanation. Answers might include: successes - by end of century were accepted/respected, crime fell in second half of nineteenth century, introduction of plains clothes/detectives branches successful, forces introduced across the country; failures - early recruits of poor quality, fears they would be an extension of the army, seen as a threat to freedom, not respected at first,</p> <p>Level 3 Identifies or describes successes and failures of police Specific contextual knowledge demonstrated but no explanation.</p> <p>Level 4 Explains successes or failures of police E.g. <i>'At first the police were a failure - they were not respected. This was because the quality of men recruited was so poor and this was because the pay was bad. Many of them had been general labourers and were not educated. For this reason the public regarded them as no good and did not respect them at all. This made it very difficult for them to do their job well.'</i></p> <p>Level 5 Explains success and failures of police</p> <p>Level 6 As for Level 5 but in addition makes informed assessment about 'how successful' E.g. <i>'The police were not a success at first but things improved as the century went on. At first there was a lot of suspicion of them. They were seen as a threat by the government to peoples' freedoms. The quality of recruits was poor, they were often drunk, and they were not respected. However, as the pay got better the quality of recruits improved. They became more effective in catching criminals especially when the detective branch was set up. By the end of the century the crime rate had gone down and people were glad to see the police around. They were so successful that police forces were introduced all over the country. So overall, they were more a success than a failure.'</i></p>	<p>[0]</p> <p>[1-2]</p> <p>[2-3]</p> <p>[4]</p> <p>[5-6]</p> <p>[6-7]</p> <p>[7-8]</p>

Section A CRIME AND PUNISHMENT THROUGH TIME		
Question Number		Mark
4(a)	<p>Briefly describe what happened at Peterloo in 1819. [5]</p> <p>Target: AO 1</p> <p>1 mark for each valid event identified, 2-3 marks for any events that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Events might include: meeting to protest for the vote, large crowds, appearance of</p> <p>Hunt, cavalry attacked the crowd, poorly trained/part-time yeomanry, eleven killed and hundreds wounded.</p> <p><i>E.g. 'People protested in Manchester because they wanted the vote for working class people. It was a peaceful protest with women and children there but because the numbers were so large the magistrates panicked and sent in the yeomanry on horseback. These were part-time soldiers and they also panicked and killed and wounded lots of the crowd.'</i></p>	
4(b)	<p>Explain why the Rebecca Riots took place in the 1830s and 40s. [7]</p> <p>Target: AO 1 and 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p><i>E.g. 'They took place because people were very unhappy with what was going on. They wanted changes.'</i></p> <p>OR</p> <p>Level 1 Describes the Riots</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Examples include: turnpike tolls, new tollgates, high rents for farmers, tithes (now paid in cash), poor harvests, farmers who had more than one farm, the poor law, English landowners buying up land.</p> <p>Level 3 Explains one specific reason</p> <p><i>E.g. They took place in the 1830s because this was when the farmers were having a hard time. The people who owned the land were English and they increased the rents the Welsh farmers had to pay. They could do this because there were a lot of people wanting to rent the farms. However, the farmers were poor and could not make much money from their farms and so could not afford the increases in rent.'</i></p>	<p>[0]</p> <p>[1-2]</p> <p>[1-2]</p> <p>[2-4]</p> <p>[3-5]</p>

Section A CRIME AND PUNISHMENT THROUGH TIME		
Question Number		Mark
4(c)	<p>Level 4 Explains more than one specific reason Award 6 marks for one reason explained and another identified. Award 7 marks for two reasons explained.</p> <p>Did the suffragettes help or harm the cause of votes for women? Explain your answer. [8] Target: AO 1 Written communication assessed in this question</p>	[6-7]
	<p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'The suffragettes did a lot to help women get the vote. Without them it would not have happened.'</i></p>	[1-2]
	<p>Level 2 Identifies or describes ways in which the suffragettes helped or harmed the cause Specific contextual knowledge demonstrated but no explanation. Answers might include: help - made people aware of the issue, put pressure on politicians by protesting, put the issue on the front page of the papers; harmed - their violence turned people against them. government couldn't give in to violence.</p>	[2-3]
	<p>Level 3 Identifies or describes successes ways in which the suffragettes helped and harmed the cause Specific contextual knowledge demonstrated but no explanation.</p>	[4]
	<p>Level 4 Explains how the suffragettes helped or harmed the cause E.g. <i>'The suffragettes helped the cause of votes for women. Before they started to protest nobody really thought of giving women the vote. Their protests got the issue on the front page of the newspapers and made sure it would not go away. This meant that sooner or later women would get the vote and this was because of the suffragettes.'</i></p>	[5-6]
	<p>Level 5 Explains how the suffragettes helped and harmed the cause</p>	[6-7]
	<p>Level 6 As for Level 5 but in addition makes informed assessment about whether they did more harm than good E.g. <i>'The violence used by the suffragettes like breaking up government meetings and arson did turn some people off the idea of giving the vote to women. Some people thought that it showed women were not responsible enough to have the vote. However, the activities of the suffragettes did make it a front page issue and one that would not go</i></p>	[7-8]

Section A CRIME AND PUNISHMENT THROUGH TIME		
Question Number		Mark
	<i>away. It meant that sooner or later the government would have to do something about it. They could no longer ignore it. So the suffragettes did help women get the vote but their violence may have made it happen a few years later than it might have done.'</i>	
Section A Total		[35]

Section B GERMANY, 1919–1945		
Question Number		Mark
5(a)	Study Source A. Why did the Nazis publish this poster? Use the source and your knowledge to explain your answer. [7] Target: AO 1 and 2	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Describes source or general unsupported assertions E.g. <i>'I think they published posters like this to be popular with girls.'</i> or Asserts - to persuade girls to join the League of German Maidens	[1]
	Level 2 Identifies or explains types of girls Hitler wanted in the League. Must explain for 3 marks.	[2-3]
	Level 3 Explains contextual reason(s) why the Nazis wanted girls to join the League of German Maidens These reasons might include explaining the purpose of the activities that took place in the League, or the future role the Nazis saw for young girls, the importance of women in the future for Germany. E.g. <i>'The published posters like this because they wanted girls to join the League of German Maidens, This was a Nazi organisation that would indoctrinate young girls into being Nazis. They would grow up fit so they could have lots of children and would learn how to be good mothers and wives which was the role the Nazis saw for women.'</i>	[3-4]
5(b)	Level 4 Level 2 and Level 3.	[5-6]
	Study Sources B and C. How similar are these two sources? Use the sources and your knowledge to explain your answer. [7] Target: AO 1 and 2	
	Level 0 No evidence submitted or response does not address the question.	[0]

Section B GERMANY, 1919–1945		
Question Number		Mark
5(c)	Level 2 Identifies valid similarities or differences Only award 4 marks for both similarities and differences identified. Similarities - both anti-Jewish, trying to make people hate the Jews, differences - one aimed at children, the other at adults. or Interprets one or both sources - no comparison(2-3)	[2-4]
	Level 3 Identifies a valid similarity or difference but only explains one source E.g. <i>'I think these sources are similar because they are both anti-Jewish. Source C shows that Jews will be after innocent young German children.'</i>	[4]
	Level 4 Explains a valid similarity or difference explaining both sources See Level 2 for valid similarities or differences. Also allow comparisons of the different techniques used. E.g. <i>'I think these two sources are different. One is trying to say that Jews are like communists and will support Russia while the other one says that Jews will be after young German girls.'</i>	[5-6]
	Level 5 Explains valid similarity and a valid difference explaining both sources	[7]
	Study Source D. Are you surprised by this source? Use the source and your knowledge to explain your answer. [7] Target: AO 1 and 2	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Unsupported answers or answers concentrating on isolated details E.g. <i>'No I am not surprised because I know that Germany was being bombed at that time.'</i>	[1]
	Level 2 Identifies valid reactions but no contextual explanation E.g. <i>'I am surprised that there is opposition to the Nazis because you would have thought they would be too scared to oppose the Nazis.'</i>	[2]
	Level 3 Contextual explanation for being surprised E.g. <i>'I am surprised that this kind of thing is going on. I thought the Nazis had indoctrinated all the young people into supporting them through the</i>	[3-4]

Section B GERMANY, 1919–1945		
Question Number		Mark
	<p><i>Hitler Youth and propaganda. Also the Gestapo usually wiped out all opposition. So I am surprised by the fact that there are young people opposing the regime.'</i></p> <p>or</p> <p>Explanation for being not surprised by the tone of the source(3-4) <i>E.g. 'I am not surprised by the fact that the Nazis were angry and worried about this kind of activity. They needed the support of young Germans especially after the war had started.'</i></p> <p>or</p> <p>Explanation of why the Nazis would want to report this kind of activity (3-4)</p> <p>Level 4 Contextual explanation for not being surprised Answers will be based on knowledge of youth opposition movements such as Swing and White Rose, or explanations of growing resistance to the Hitler Youth during the war years.</p> <p>Level 5 Contextual explanation for being surprised and not surprised</p>	<p>[5-6]</p> <p>[7]</p>
6(a)	<p>Briefly describe what happened when French and Belgian troops occupied the Ruhr in 1923. [5] Target: AO1</p> <p>1 mark for each valid idea/aim identified, 2-3 marks for any ideas/aims that are described or explained. Award a maximum of 1 mark to general answers lacking in specific contextual knowledge. Answers might include: Germany's failure to keep up its reparations payments, took over industrial plants and materials like coal to pay the reparations, passive resistance by Germans, caused inflation in Germany, Stresemann stopped passive resistance. <i>E.g. 'When they occupied the Ruhr the Germans refused to do any work and went on strike. But later Stresemann put a stop to it.'</i></p>	[5]
6(b)	<p>Explain why the Treaty of Versailles was so unpopular in Germany. [7] Target: AO1</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	[0]

Section B GERMANY, 1919–1945		
Question Number		Mark
	Level 1 General assertions <i>Valid, but general answers. No specific contextual knowledge. E.g. 'The Germans did not like it because they thought they had been very hard done by and punished far too much.'</i>	[1-2]
6(c)	Level 2 Identifies specific reasons or specific terms that they did not like Specific contextual knowledge demonstrated but no explanation. Examples include: war guilt, army and navy reduced, no air force, reparations, colonies lost, Rhineland demilitarized, European territory lost, Germans did not think they had started the war, stabbed in the back, had never surrendered, treaty forced on Germany.	[2-4]
	Level 3 Explains one specific reason <i>E.g. 'They hated the Treaty of Versailles because it was a dictated by France, Britain and the USA. Germany was not allowed to take part in the talks and if she had not agreed to the terms Germany would have been invaded. This was why it was so unpopular.'</i>	[3-5]
	Level 4 Explains more than one specific reason Award 6 marks for one reason explained and another identified. Award 7 marks for two reasons explained.	[6-7]
	'By 1929 the Weimar Republic had overcome its problems.' How far do you agree with this view? Explain your answer. [8] Target: AO 1 * Written communication assessed in this question.	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 General assertions <i>E.g. 'I think the Weimar Republic never stood a chance. It was too weak and was always going to fail.'</i>	[1-2]
	Level 2 Identifies specific examples of it overcoming/not overcoming its problems Specific contextual knowledge demonstrated but no explanation. Reasons might include: overcoming - survived crises of 1923, economic and political recovery under Stresemann; international acceptance; not overcoming - associated with Versailles, too many small parties, proportional representation, the depression, economic recover too reliant on foreign loans	[2-3]

Section B GERMANY, 1919–1945		
Question Number		Mark
	Level 3 Identifies specific examples of it overcoming and not overcoming its problems Specific contextual knowledge demonstrated but no explanation.	[4]
	Level 4 Explains way(s) in which it did/did not overcome its problems <i>E.g. 'It never really overcame its problems. Although it looked like Weimar was recovering and that it stood a good chance its economic recovery was built on foreign loans and still had many weaknesses like unemployment and farming was never strong. As soon as America wanted its loans back Germany would be in trouble again.'</i>	[5-6]
	Level 5 Explains way(s) in which it did and did not overcome its problems Wall Street Crash in isolation = 6 marks only	[6-7]
	Level 6 As for Level 5 but in addition explains a reason why overall it did or did not overcome its problems	[8]
7(a)	Briefly describe what happened during, and immediately after, the Reichstag Fire in 1933. [5] Target: AO 1 1 mark for each valid idea/aim identified, 2-3 marks for any ideas/aims that are described or explained. Award a maximum of 1 mark to general answers lacking in specific contextual knowledge. Answers might include: Van der Lubbe arrested, put on trial, Hitler blamed a communist conspiracy, possibility it was A Nazi plot, opponents arrested, only Nazis allowed to campaign in the election, Nazis win elections, pass Enabling Act. <i>E.g. The Nazis claimed that Van der Lubbe set fire to the Reichstag. They wanted to blame it on the communists. But some people thought the Nazis were behind it to give them an excuse to ban the communists.'</i> (4)	[1-5]
7(b)	Explain why Hitler turned on Rohm and the SA in the Night of the Long Knives (1934). [7] Target: AO 1	
	Level 0 No evidence submitted or response does not address the question.	[0]

Section B GERMANY, 1919–1945		
Question Number		Mark
7(c)	Level 1 General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'He did this because he had fallen out with Rohm and no longer wanted him in the Nazi Party.'</i>	[1-2]
	Level 2 Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Examples include: Rohm wanted radical policies, Rohm becoming too popular, suspected Rohm of plotting, the SA becoming too powerful, need to appease the army, need to win support of capitalists/conservatives.	[2-4]
	Level 3 Explains one specific reason E.g. <i>Hitler did this because he was afraid that the SA was becoming too powerful. Hitler wanted the support of the army and the SA and the army were rivals. If he let the SA become more powerful Rohm would be a rival but he would be able to control the army more easily. So he got rid of the SA.'</i>	[3-5]
	Level 4 Explains more than one specific reason Award 6 marks for one reason explained and another identified. Award 7 marks for two reasons explained.	[6-7]
	'Popular support for Hitler was the most important reason why he became Chancellor in 1933.' How far do you agree with this view? Explain your answer. [8] Target: AO 1 * Written communication assessed in this question.	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 General assertions E.g. <i>'I think this is right. Hitler was very popular. Lots of Germans thought he was great and this was why he came to power.'</i>	[1-2]
	Level 2 Identifies specific examples of his popularity or other factors for his becoming Chancellor Specific contextual knowledge demonstrated but no explanation. Examples might include: his appeal - make Germany great again, promise of full employment, promise to get rid of Versailles, effective propaganda, largest single party; other factors - the depression, unpopularity of Weimar, weakness of opposition, does less well in latest elections, Hindenberg and von Papen think they can keep Hitler under control as Chancellor.	[2-3]

Section B GERMANY, 1919–1945		
Question Number		Mark
	Level 3 Identifies specific examples of his popularity and of other factors for him becoming Chancellor Specific contextual knowledge demonstrated but no explanation.	[4]
	Level 4 Explains the importance of his popularity or of other factors <i>E.g. 'No I do not agree it was his popularity. The only reason he became Chancellor was because von Papen and von Schleicher both wanted to be Chancellor. They could not agree so they agreed with Hindenberg that they should make Hitler Chancellor as a compromise. Hitler was outnumbered in the government and they were sure that they could control him.'</i>	[5-6]
	Level 5 Explains the importance of his popularity and of other factors	[6-7]
	Level 6 As for Level 5 but in addition explains why one side of the argument is stronger than the other or how they are connected	[8]
Section B Total		[40]
Paper Total		[75]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)	1	2	2	5
1(b)	2	1	2	5
1(c)	1	2	2	5
2/3/4 (a)	5	0	0	5
2/3/4 (b)	3	4	0	7
2/3/4 (c)	3	5	0	8
5(a)	1	2	3	6
5(b)	2	2	3	7
5(c)	1	3	3	7
6/7(a)	5	0	0	5
6/7(b)	3	4	0	7
6/7 (c)	3	5	0	8
Total	30	30	15	75